

**THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND
THEIR SPEAKING ACCURACY AT THE FIRST SEMESTER
OF THE TENTH GRADE OF SMAN 01 LEMONG PESISIR
BARAT IN THE ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY AND THEIR SPEAKING ACCURACY AT THE FIRST SEMESTER OF THE TENTH GRADE OF SMAN 1 LEMONG PESISIR BARAT IN THE ACADEMIC YEAR OF 2016/2017

**BY
SARIP HIDAYATULLAH**

The goal of the learning English as a foreign language for the students is to make them able to communicate in English. The competence refers to four language skills. They are listening, speaking, reading and writing. The success of English learning is seen generally through the speaking. If the learners want to say something they must master and use grammatical rules when they are speaking English in order to well understood. Grammar is one factor which makes students able to speak English accurately and clearly. If their grammar is good, they will express their mind into sentences easily. The objective of this research was to know whether there was a correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.

The research methodology of this research was correlation research, for the researcher wanted to know the correlation between students' grammar mastery and their speaking accuracy. The population of the research was taken from the students at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat consisted of 130 students. In taking the sample of the research, the researcher used cluster random sampling technique. The sample was taken from X1 class consisted of 20 students. In collecting the data, the researcher used instrument in the form of oral test about introduction for speaking test and multiple choice test for grammar test. After giving try out, the researcher gave the test and then analyzed the data by using Pearson's Product Moment formula.

The result of the hypothetical test was 0.920, and then it was consulted to $r_{critical}$. The result of $r_{critical}$ with significance level 0.05 was 0.378. Due to $r_{observed}$ is higher than $r_{critical}$ ($0.920 > 0.378$), the conclusion of the research is that there is a correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.

Key words: Grammar mastery; Speaking accuracy.

DECLARATION

I hereby certify that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledge text.

Bandar Lampung, May 2017

Declared by,

Sarip Hidayatullah

1211040064

MOTTO

ذَكِّرُونَ لَعَلَّكُمْ بِهِ وَصَّيْنَكُمْ ذَلِكَ أَتَمُّ أَوْفُوا اللَّهَ وَبِعَهْدِ قُرْبَىٰ ذَاكَ إِنْ وَلَوْ فَأَعَدُّ لَوْ أَقْلْتُمْ وَإِذَا



“And when you testify, be just, even if (it concerns) a near relative. And the covenant of Allah fulfill. This has He instucted you that you may remember.”

(Q.S Al-An’am: 152)¹

¹English Al-Qur’an Application.

DEDICATION

This thesis is dedicated to:

1. My beloved mother Yunida and my father Soekarni who have always given the best inspirations, pray, love and everything for me
2. My beloved sisters Noer Imani, Kilen Sri Mukti, and Widia Wati, also brothers Ahmad Yunizar, Sophan Sophian, Doni Sanyora, Firmanda Pranggadabaya, Indoko, and Syukur Yaridho who have motivated and prayed for me a lot in my life to continue my study well
3. My beloved grandmothers Andung-Kajong and grandfathers Datuk-Tamong who have motivated and prayed for me
4. My beloved lecturers and almamater, UIN Raden Intan Lampung

CURRICULUM VITAE

The writer's name is Sarip Hidayatullah whose nickname is Syarif. He was born in Pesisir Selatan, Kota Raja, on September 9th, 1994. He is the ninth children from Mr and Mrs. Soekarni. He has nine siblings, Noer Imani, Kilen Sri Mukti, Widia Wati, Ahmad Yunizar, Sophan Sophian, Doni Sanyora, Firmanda Pranggadabaya, Indoko, and Syukur Yaridho.

The writer started his formal study in elementary school of SDN II Way Jambu and graduated in 2006. After finishing his study at elementary school, the writer continued to SMP I PGRI Way Jambu and graduated in 2009. After that, he continued his study to SMAN I Lemong and graduated in 2012. Then he continued his study to UIN Raden Intan Lampung.

During his study in UIN Raden Intan Lampung, the writer followed HMI when he was in the second until seventh semester.



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CHAPTER I INTRODUCTION

A. Background of the Problem

Basically there is no prohibition to learn and teach English. It is merely a means or media. The statute depends on the goals and needs of the learning, if to carry out a duty the law becomes mandatory. For example to teach English in foreign language class, in such circumstances the law of teaching and learning English has become mandatory. Allah says in the Al-Qur'an:


وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾ (QS, Ibrahim: 4)

"And We did not send any messenger except [speaking] in the language of his people to state clearly for them, and Allah sends astray [thereby] whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise."

In another verses, Allah also explains:

وَإِذْ أَخَذَ اللَّهُ مِيثَاقَ الَّذِينَ أُوتُوا الْكِتَابَ لَتُبَيِّنُنَّهُ لِلنَّاسِ وَلَا تَكْتُمُونَهُ فَنَبَذُوهُ وَرَاءَ ظُهُورِهِمْ وَاشْتَرَوْا بِهِ ثَمَنًا قَلِيلًا فَبُئْسَ مَا يَشْتَرُونَ ﴿١٨٧﴾ (QS. Ali 'Imran: 187)

"And [mention, O Muhammad], when Allah took a covenant from those who were given the Scripture, [saying], "You must make it clear to the people and not conceal it." But they threw it away behind their backs and exchanged it for a small price. And wretched is that which they purchased."

(QS, An-Nahl: 125)  أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ

"Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best."

Based on the explanations of verses above the writer has assumption if someone able to learn English in a good goal. Allah also sent the Messenger with the language of his people. Even Allah requires us to convey the knowledge that we have. In context, we must teach in a good way, although they denied it.

The ability to use oral language to communicate effectively is a key foundation for a student's academic success in formal education¹. Speaking is a crucial part of the foreign language learning and teaching, because it can be used for the student to express their ideas orally in foreign language. Speaking is a productive skill that can be directly and empirically observed². It requires students or learners to produce

¹John Munro, *Teaching Oral Language* (Camberwell Victoria: Australian Council for Educational Research Ltd,2011).p.3

²Douglas Brown, *Language Assessment Principle and Classroom Practices*(San Francisco, Ed. 1 2004,).p.140

words or language to express their ideas orally and used to communicate between one to another by speech or saying.

Without speaking skill they will just keep silent. In order to speak well, they must practice their skill in everyday live. Therefore, the teacher should give students opportunity to practice their speaking skill by giving some more example or activities that put them into the real practice communication. Barkhuizen states in Koizumi that there are a large number of measures that indicate speaking performance such as “the number of words per minute” for fluency and “the number of errors per word” for accuracy³.

Accuracy is an ability to master a language as a system. There are three conditions that in accuracy they are: pronunciation, learners’ ability to pronounce sounds and follow intonation and stress patterns in an acceptable and comprehensible manner. In vocabulary, learners’ ability to produce words in response to an appropriate stimulus, determine whether the learner has certain words available to him to use in speaking situation. Grammar, learners’ ability to produce appropriate and syntactical patterns in gave speech situation.

³ Rie Koizumi, *Speaking Performance Measures of Fluency, Accuracy, Syntactic Complexity, and Lexical Complexity* (JABAET: Japan-Britain Association for English Teaching) Journal, 2005), p. 1

Another criteria that influence speaking is grammar. Learning English cannot be separated from learning grammar. Grammar is fundamental to language. Without grammar, language does not exist⁴. Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar refers to the study of language rules it is a kind of regularity of sound structure that nobody could learn language without grammar.

Grammar is always employed in teaching learning a language. It played in important role in the four language skills. It gave contribution to learners when perform or practice their their skills. It means that by mastering grammar, the learners would be able to produce many sentences easily either in spoken or written. It is impossible for the learners to perform their English well if their grammar are poor. They would be find any difficulties in expressing or mastreing their language skills because of having limited grammar.

Therefore, grammar mastery must be priority in English language teaching and learning. Without mastering grammar, the learners would be difficult to master the other language skills. Based on the interviewing an English teacher of the tenth grade, Melya Yusepa, S.Pd about the ability of grammar, she said that only 13 students got score above criteria of minimum mastery (KKM), while the 117 students got the score below KKM. The criteria of minimum mastery (KKM) of this school are 72.It

⁴Hossein Nassaji, Sandra Fotos, *Teaching Grammar in Second Language Classrooms* (New York: Taylor and Francis e-library, 2011).p.1

can be said that the students who got difficulties to understand grammar were 117 students. The students' score can be seen in table below:

Table 1
English Grammar Score of Students of SMAN 1 Lemong in the
Academic Year of 2015/2016

No	Score	Class				Total	Percentage
		X 1	X 2	X 3	X 4		
1	72-100	5	3	4	1	13	10%
2	65-71	7	10	6	4	27	23%
3	<65	21	19	22	28	90	67%
Total		31	32	34	33	130	100 %

Source: documentation of the TenthGrade of SMA N 1 Lemong.

After doing interview, the writer did observation in the class. The writer saw the students did not pay attention to the lesson given by the teacher. Thus, the students' grammar mastery was still low because the students do not have enough grammar in making sentences and they do not interested to study English. The condition happened because the teacher' technique is monotonous. In other words, in teaching learning process, the students tend to bored in doing activities given by the teacher.

In doing speaking test, the students still got bad score as well. Based on the interviewing of the teacher, the score of the students of the tenth grade of SMA N 1 Lemong is still far from the criteria of minimum mastery (KKM). Only 19 students got score above criteria of minimum mastery (KKM), while the 111 students got the score below KKM Based on the pre-research done by the writer in SMA N 1 Lemong, it can be said that the students' speaking ability was still low. It can be seen on the table below:

Table 2
The Speaking Score of the Students of SMA N 1 Lemong in the
Academic Year of 2015/2016

No	Score	Class				Total	Percentage
		X 1	X 2	X 3	X 4		
1	72-100	6	5	6	2	19	15%
2	65-71	9	6	7	8	30	23%
3	<65	16	21	21	23	81	62%
Total		31	32	34	33	130	100 %

Source: documentation of the TenthGrade of SMA N 1 Lemong.

Based on explanation above, the researcher is interested in conducting a research to know is there any significant correlation between speaking accuracy and grammar mastery and to obtain the empirical data about the correlation between grammar mastery in their speaking accuracy. Because of the background of the study above, the writer considered that this problem is appropriate to investigated, remembering the benefit which can be taken from the research activity. Therefore, this proposal entitles: “The Correlation Between Students’ Grammar Mastery and Their Speaking Accuracy at the First Semester of The Tenth Grade at SMA N 1 Lemong in the academic year of 2016/2017”

B. Identification of Problem

Based on the background above, the writer identified the problems as follower:

1. The students found difficulties in mastering grammar.
2. The student found difficulties in speaking accuracy.
3. The teachers’ technique was not interesting.

C. Limitation of Problem

Based on the identification of problem and the syllabus of tenth grade students, the writer was limit the problem of students' grammar mastery in past continuous tense, while in students' speaking accuracy focused on introduction because in the syllabus of tenth grade students are learning past continuous tense also the introducing.

D. Formulation of the Problem

Based on the problem above, the writer formulated the problem as follow: Is there a positive correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMA N 01 Lemong Pesisir Barat in the academic year of 2016/2017?

E. Objectives of Research

The objective of research was to find out whether there is a positive correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMA N 01 Lemong Pesisir Barat in the academic year of 2016/2017.

F. Use of Research

The uses of the research were as follows:

1. As an information, especially for the teacher or reader about the correlation between students' grammar mastery and their speaking accuracy.
2. To give motivation to the students in learning English especially in mastering grammar and speaking accuracy.

G. Scope of Research

The scope of the research described as follows:

1. Subject of Research

The subject of the research conducted the students at the first semester of tenth grade at SMA N 01 Lemong in the academic year of 2016/2017.

2. Object of Research

The object of this research were the students' grammar mastery and their speaking accuracy.

3. Place of Research

This research conducted SMA N 01 Lemong Pesisir Barat in the academic year of 2016/2017.

4. Time of Research

This research conducted the first semester in the academic year of 2016/2017.

CHAPTER II

REVIEW OF LITERATURE

A. Teaching English as a Foreign Language

Language is needed as an instrument for communication, human beings as a social creatures that interact to another. Brown states that language is a complex specialized skill which develops in the child spontaneously without conscious effort or formal instruction. It is deployed without awareness of its underlying logic qualitatively the same in every individual and distinct from more general abilities to process information or behave intelligently¹.

Absolutely, if we want to communicate with people from other countries, we have to know their language first for an interaction. Mastering a foreign language, especially English is very important. It is one of the language that is used to communicate, and one of international language. We also have to look at how the teaching of foreign languages in the view of Islam, because we are one of the institutions of Islam in Indonesia.

Language teaching classified between English as a native language (ENL), English as a second language (ESL), and English as a foreign language(EFL). In this classification, ENL is spoken in countries where is the primary language of the great

¹H. Douglas Brown. *Principles of Learning Language and Teaching* (4th.ed)(New York: Addison Wesley Longman, 2000), p.5

majority of the population. Australia, New Zealand, the United Kingdom and the United States are countries in which English is said to be spoken and used as a native language. In contrast, ESL is spoken in countries where English is an important and usually official language but not the mean language of the country.

The countries as India, Malaysia, Nigeria, and Philippines are examples of countries in which English is said to be spoken and used as a second language. The final classification of this model is EFL. EFL occurs in countries where English is not actually used or spoken very much in the normal course of daily life. In these countries, English is typically learned at school but students have little opportunity to use English outside the classroom and therefore little motivation to learn English.

In Indonesia, English is the foreign language which is learnt at the formal school as a compulsory subject, from junior high school up to university. The goal of teaching English as a second language or foreign language would be for the learners to gain the ability to communicate in the target language. It means that the English is a language which by all of the words as the first foreign language to communicate

According to Broughton, "In foreign language situations of this kind, therefore, the hundreds of thousands of learners of English tend to have an instrumental motivation for learning the foreign language. The teaching of modern languages in schools has an educational function, and the older learner who deliberately sets out to learn English has a clear instrumental intention: he wants to visit England, to be able to

communicate with English-speaking tourists or friends, to be able to read English in books and newspapers²”.

Based on the classification above, teaching English as second language is different from teaching English as a foreign language. It can be said that language learners in this case is expected to use the target language to communicate and express ideas, thoughts, feelings and expectation in English not only in the school but also in daily life because many people who can communicate by using English.

B. The Concept of Grammar

Grammar is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language³. Grammar is a very important to produce a language because without getting grammar the learners cannot use the language well. Hossein Nassaji states that, For thousands of years, grammar was the center of language pedagogy⁴. It means that grammar is very important element when someone communicating or speak with others. Without grammar we cannot convey our ideas, think, and feeling.

Langacker argues that grammar is meaningful. This is so in two respects. For one thing, the elements of grammar like vocabulary items have meanings in their own

²Geoffrey Broughton, et. al. *Teaching English as a Foreign Language* (New York: Taylor and Francis e-library, 2003), p.7

³James Purpura. *Assessing Grammar*, (Cambridge: Cambridge University Press, 2004), p.1.

⁴ Hossein Nassaji, Op.Cit,p.2

right. Additionally, grammar allows us to construct and symbolize the more elaborate meanings of complex expressions (like phrases, clauses, and sentences). It is thus an essential aspect of the conceptual apparatus through which we apprehend and engage the world. And instead of being a distinct and self-contained cognitive system, grammar is not only an integral part of cognition but also a key to understanding it⁵.

It is supported by Kroeger states that we can often understand a sentence perfectly well even if it is not grammatically correct, we cannot fully explain the form of an utterance while ignoring meaning and function; at the same time, we cannot account for the form of an utterance by looking only at its meaning and function⁶. Grammar is the appropriate diction which is used in communication. Without having a sufficient grammar, one cannot communicate effectively or express idea in both oral and written form. Grammar is needed in learning and using language, especially in speaking, it means that when we want to speak something we use the grammar. It is clear that grammar is important to be mastery, because with grammar the student can convey their ideas and communicate well each other.

From the statement above, the writer concludes that grammar plays an important role in language which makes language more meaningful. Without grammar it is

⁵Ronald W. Langacker, *Cognitive Grammar: A Basic Introduction* (New York: Oxford University Press, 2008), p. 3-4.

⁶Paul R. Kroeger, *Analyzing Grammar* (New York: Cambridge University Press, 2005), p. 2.

impossible for someone to learn a language. Grammar is very important in producing a language. Grammar is fundamental aspect of the language and it is impossible to learn language without grammar.

C. The Concept of Past Continuous Tense

In this research, the writer focused on past continuous tense. Past continuous tense is made up of the past tense of the verb “**to be**” + **verb-ing**. It is used to show an action which continued for some times in the past. Sometime, it is used to show that one action continued when a second action began in the past⁷.

The examples of past continuous tense in sentence are as follows:

1. At seven o'clock, **I was speaking** on the phone with Mr. Bill.
2. **We were working** hard all the day.
3. **He was not sleeping** when I arrived.
4. **They were studying** when the teacher came into the room⁸.

The sentences in bold type belong to past continuous tense.

⁷Mulyono, M.J. Ari Widayanti, *English Alive: Senior High School Grade X* (Bogor: Yudhistira, 2011),p. 23.

⁸Ibid. p. 23

D. The Concept of Grammar mastery

Mastering grammar means mastering the meaning and the function to use them in context. The grammar, then, is what we know. It represents our linguistic competence. To understand the nature of language we must understand the nature of grammar, and in particular, the internalized unconscious set of rules that is part of grammar of every language⁹. It means that by mastering a great number of grammars, the students can learn foreign language easier. In other words, that grammar mastery is students' ability to comprehend and use the properties of word in English.

In communication, grammar plays an important role, without mastery of grammar it is impossible to make communication through language. Maxom says that around the world there are thousands of languages, each with its own grammatical system. This means that students can easily get it wrong when they try to put words together to make a sentence in English¹⁰. It means that grammar is the vital part of language, without mastering grammatical system we could not make our communication well. We will get difficult to share our point to our partner of speaking.

⁹Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language* (Massachusetts: Wadsworth, a Part of Thomson Corporation), p.14.

¹⁰Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Chichester: John Wiley and Sons, Ltd, 2009), p. 211

Grammar is one of the most important aspect of learn foreign language. In learning English, learners have to know grammatical system. Grammar should be mastered in language learning especially in teaching and learning English. Learning grammar is important, if we mastering the grammar we are able to speak, write, and listen nicely.

From the statement above, the writer assumes that grammar mastery is learners' ability to speak clearly and easily. It means that mastering grammar useful in teaching learning process especially in English. Learners that have mastery grammar well can convey their feeling, ideas, though in spoken or written. When we get a conversation with foreign people from other countries, our grammar is helpful to make them understand what we talk about actually.

E. The Concept of Speaking Skill

Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words¹¹. Language has four skills, namely, listening, speaking, reading and writing. Speaking is the second arrangement of the language skills. It shows that speaking has very important social role in people's life. Language learners need to recognize that speaking involves three areas of knowledge¹²:

¹¹Marriam Bashir, *Factor Effecting Students' English Speaking Skills*(British Journal Publishing, <http://www.bjournal.co.uk/BJASS.aspx/2011/Factor Effecting Students' English Speaking Skills>, 2011), p.38

¹²Ibid. p. 38

1. Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
2. Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building)
3. Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom in what circumstances, about what, and for what reason.

Maxom states that speaking is the most important skill in English language teaching. It's almost impossible to have true mastery of a language without actually speaking it¹³. It means that speaking is the verbal use of language to communicate with others. On the other hand speaking has an important role in human life, because it is used as the communication aid of the face to face situation.

Speaking is one the four basic skills in learning foreign language, it has been taught since the students enter a junior high school, however it is not easy for the students to communicate in English. Actually there are several factors that affect our English speaking skill. They are:

¹³Michelle Maxom, Op.Cit.p.185

a. Listening Comprehension

Listening comprehension is a very basic skill that must be mastered in order to be a good English speaker. Speakers of English must focus their time and effort in improving their English speaking skills without first assessing and practicing their English listening comprehension skills. A lot of them actually know grammar rules pretty well and can construct even complex sentences.

b. Understand English Pronunciation

It is quite common for non-native speakers of English to mispronounce English words. However, it is not something we have to be ashamed of, but something we ought to understand. We have to get to the roots of the problems, in order for us to improve our pronunciation.

c. Grammatical Accuracy

Native English speakers can say what they want without much difficulty due to their familiarity of the language. If they have difficulty expressing a certain concept or thought in a certain way, they can just use other ways of saying those things. They may commit some mistakes in grammar, but the mistakes do not distort or change the meaning of the sentences they want to convey, thus, it does not give the listener much of a problem understanding them. On the other hand, the mistakes many non-native speakers of English commit are those that often change the meaning of sentences they want to express, and thus create a misunderstanding. That is exactly the reason why non-native speakers have to study grammar more than native speakers.

d. Vocabulary

Many people are misunderstood because of using words or expressions inappropriately. Vocabulary is learned more effectively if they use it in full sentence rather than memorize it. In learning vocabulary we have to know the meaning of it and also understand and can use it in sentence context.

e. English Fluency

English fluency means being able to use the language easily. In order to be more fluent in the said language, we have to practice speaking English as often as possible. However, it is not enough to practice all the time. You have to make sure you practice speaking English the right way. We can do this by practicing with a partner who can speak English well, so that he or she can correct your mistakes if you commit any.

Based on some theories above, it can be concluded that by mastering speaking, people can be successful in conversation or to communicate with others. By having speaking ability people can send their ideas, thought, and also feeling to another person. Therefore, people can make a good social relationship by communicating with others in daily activities. In other words, speaking is a form of communication that needed and involved interaction from more than one participant who will act as a speaker and a listener. Speaking skill is the art of communication that have to be mastered by students in learning English with the purpose by using speaking skill the students can express their emotion, communicative needs, interact to other person in any situation.

F. Students' Speaking Accuracy

Speaking process needs at least two people, one as a speaker, who produces or gives the information and the other as a listener who receives the information. To be good in speaking, the students have to mastery of pronunciation, grammar, fluency and accuracy. One of them is accuracy. According to Hammerly in Housen accuracy or correctness is probably the oldest, most transparent and most consistent construct of the triad, referring to the degree of deviancy from a particular norm¹⁴.

This is supported by Lennon in Housen and Kuiken who states that accuracy as the ability to produce error-free speech¹⁵. Ellis also states that accuracy as the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation¹⁶. According to Quintero accuracy as the conformity of second language knowledge to target language norms¹⁷.

It can be conclude that speaking Accuracy consisting three main points there are vocabulary, grammar and pronunciation. Mastering speaking accuracy means someone speaks in wide vocabulary, very few errors in grammar, very good pronunciation. When we take a conversation with other, our speaking accuracy is useful to convey our ideas, thought, opinion, and feelings clearly. Therefore, the listeners will receive or catch the message and though easily.

¹⁴Alex Housen, F. Kuiken, *Complexity, Accuracy and Fluency in SecondLanguage Acquisition*, <https://www.researchgate.net/publication/265887417,2009>), p.3

¹⁵Ibid. p. 2

¹⁶Ibid.p. 2

¹⁷Ibid. p. 3

G. Frame of Thinking

Language is very important in our life because language is a tool for communication human being uses language as a means in expressing idea, feeling, and expectation to other people in interaction among them. Speaking is an important thing one aspect that should be mastered by the learners in learning English. Mastering speaking is required to make the learners easier in comprehending the conversation in English. In this case, the writer use the past continuous tense and expression of happiness in the past condition as the material to know the correlation between students' grammar mastery and their speaking accuracy because without past continuous tense mastery, it will be difficult to practice expression happiness in past condition.

The success of English learning is seen generally through the speaking ability especially speaking Accuracy. According to Miller there are several condition in accuracy, they are: Whenever learners are involved in communication they are concerned with accuracy. They make the best use of their language systems. In spontaneous communication they have little time to reflect on the language they produce. If they are given time to prepare what they have to produce, there will be a concern for formal accuracy¹⁸.

Nowadays, although learners have learned English for several years, many of them are still incapable to use English orally. This is caused by the limited of opportunity

¹⁸Joann Miller, *Oral Testing of Accuracy and Fluency*, Editorial Macmillan, joannmillerj@gmail.com, www.efltasks.net, 1996. p. 1

to practice, lack of grammar mastery or people tend to be afraid in making mistakes when they are speaking English. Speaking involves interaction with one and more participant. In the other words the interaction of speaking happened when there is a person who acts as the speaker who utters the words and the listener who listen the utterances. The participation from those people will create the communication atmospheres among them in the form of oral spoken.

If the learners want to say something they must master speaking accuracy and use grammatical rules when they are speaking English in order to well understood. According to Longman in Miller accuracy is the ability to produce grammatically correct sentences¹⁹ and also supported by Nassaji and Fotos states that language was mainly composed of grammar rules and that knowing those rules was sufficient for learners to know the language²⁰. It means that to know the language we have to know compose of grammar rules and also speaking accuracy.

Almost all speaking criteria make some reference to grammar²¹. Learner grammar is handy for judging proficiency because it is easy to detect in speech and writing, and because the fully fledged grammars of most languages are well known and available for use as performance standards. However, the grammar that is evaluated in assessing speaking should be specifically related to the grammar of speech²². Brown

¹⁹Ibid. p. 1

²⁰Hosseini Nassaji, Sandra Fotos, Op.Cit.p.2

²¹Sari Louma, Op. Cit. p. 12

²²Ibid. p. 92

states in Louma that research also indicates that raters tend to pay a lot of attention to grammar even if the test uses several analytic criteria²³.

Based on theories and explanation above, the writer concludes that grammar is one factor that which makes students can speak English accurately. If their grammar is good, they will express their mind into sentences easily. The result of the pre-research in SMAN 01 LemongPesisir Barat shows that the students' speaking accuracy is still low. It happens because of the lack of interesting technique in teaching English and their grammar is still low too.

By using grammar mastery the students can express their opinion freely and enjoyable. Grammar mastery also influenced by speaking accuracy mastery. In short, it is convinced that relatively grammar mastery can be used to improve students' speaking ability especially speaking accuracy.

H. The Hypothesis

From all of theories that were discussed above and the frame of thinking, the hypothesis wre as follow:

Ho : There is no positive correlation between students' grammar mastery and their speaking accuracy.

Ha : There is positive correlation between students' grammar mastery and their speaking accuracy.

²³Ibid. p. 93

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research design was a plan or program made by the writer as the activity target that will be done. The research was about correlation research. Research design known as the formidable problem that follows the task of defining the research problem is the preparation of the design of the research project¹. The main objective of this research was to know the correlation between students' grammar mastery and students' speaking accuracy. This research was employing the correlation design. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently². It means that, this research was to determine the relationship between one thing (an independent variable) and another (dependent variable) in a population.

In this research, the writer gave the test to know the both grammar mastery and their speaking accuracy. Then, data (score) gained from the test were analyzed to see whether grammar mastery is related to speaking accuracy.

¹C.R. Kothari, *Research Methodology: Methods and Techniques* (New Delhi: New Age International (P) Ltd, 2004), p.31.

²John W. Cresswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, 4th Ed, (Boston: Pearson, 2012), p.338

B. The Variable of Research

According to Cresswell, A variable is a characteristic or attribute of an individual or an organization that researchers can measure or observe and varies among individuals or organizations studied³. In this research there were two variables, they were dependent and independent variable. A dependent variable was an attribute or characteristic that is dependent on or influenced by the independent variable. An independent variable was an attribute or characteristic that influences or affects an outcome or dependent variable⁴.

1. Independent variable of the research was the students' grammar mastery symbolized by X
2. Dependent variable of the research was the students' speaking accuracy symbolized by Y

C. The Operational Definition of the Variable

The operational definition of variable was used to describe the characteristic of the variable that investigated by the research.

1. Independent variable (X)

Independent variable of the research was the students' grammar mastery. It focused on past continuous tense.

³Ibid.p.112

⁴Ibid.pp.115-116

2. Dependent variable (Y)

Dependent variable of the research was the students' speaking accuracy and focused on introducing.

D. The Population, sample, and Sampling Technique

1. The Population

A population is all of subject of research. A population is a group of individuals who have the same characteristic⁵. It means that the population is all of the subjects that will be researched. The population of this research was the students of tenth grade of first semester at SMAN 01 Lemongin the academic year of 2016/2017, the total number of the students can be seen as follows:

Table 3
Total of the Students at Tenth Grade
of SMAN 1 Lemong in the Academic Year of 2016/2017

No	Class	Gender		Total
		Male	Female	
1	X1	12	19	31
2	X2	15	17	32
3	X3	11	23	34
4	X4	13	20	33
Total of the students				130

Source: Data of Documentation at Tenth Grade of SMAN 1 Lemong in Academic Year of 2016/2017

⁵Ibid.p.142

2. The Sample of Research

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population⁶. It means that sample is a part of individual which is chosen of the whole population. The sample research can be done if the writer has a purpose to generalize the result of the sample research. In this research, the writer took one class from four classes at the tenth grade of SMAN 1 Lemongin the academic year of 2016/2017.

3. The Sampling Technique

The sample in this research choose randomly by using probability sampling technique because the population was in groups and homogenous. Probability sampling was also known as random sampling or chance sampling. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample⁷.

The implications of random sampling (or simple random sampling) are: It gives each element in the population an equal probability of getting into the sample; and all choices are independent of one another. It gives each possible sample combination an equal probability of being chosen. The sample took randomly by lottery, in which the name of each class was written on some pieces of paper and it took one piece of paper. The class that has been taken was the sample of research.

⁶Ibid. P. 142

⁷C.R. Kothari, Op.Cit.p.60

E. The Data Collection Technique

The multiple choice test used by the writer to measure the students' grammar mastery, and oral test used to measure students' speaking accuracy. There were several numbers of multiple choicetest, and the writer asked the students to perform in front of the class one by one orally based on topic that has been given.

F. The Procedure of the Research

In research procedure, the writer used several steps. They were as follows:

1. The writer gave tryout to other class (out of the sample), it was to know the level of the validity and reliability of instrument test grammar.
2. The next step was give the grammar and speaking test to collect the data for the sample class.
3. The writer took the conclusion to know the correlation among the variable.

G. The Instrument of the Research

The instrument was a tool that used by the writer in this research. In this research the writer used two kind of test. First, the writer got the data of grammar mastery. Thewriter gave the multiple choice test which consisting of 40 items in 60 minutes for the try out class and 25 items in 45 minutes for the sample class. There are five options a, b, c, d and e.

1. The Instrument of the Grammar mastery test

The researcher used multiple choice test that covering aspect of structure, agreement of some parts of speech and passive form. The writer used multiple choice test of positive, negative, and interrogative form sentence of past continuous tense.

Table 4
Table of specification of multiple choice test before validation

Table of Specification of Marking for Choice test before Validation					
Subject	Odd	Even	Total	Distribution	
				Odd	Even
Positive form	6	7	13	3.15.21.29.31.39	2.4.6.8.10.18.22.36
Negative form	7	6	13	1,7,9,11,17,23,37	12.20.24.28.38.40
Interrogative form	7	7	14	5.13.19.25.27.33.35	14.16.26.30.32.34
Total	20	20	40	20	20
	40			40	

The scoring of multiple choice was 1 point to every item correctly answered, and 0 point to every item incorrectly answered. Based on the data gained from the result of grammar instruments test after validating, table of specification of multiple choice test can be seen as follow:

Table 4
Table of specification of multiple choice test after validation

Subject	Odd	Even	Total	Distribution	
				Odd	Even
Positive form	3	5	8	3.15.21	4.6.18.22.36
Negative form	4	4	8	9.17.23.37	12.24.28.40
Interrogative form	4	5	9	13.19.27.35	14.16.26.30.34
Total	11	14	25	11	14
	25			25	

2. The Instrument of the Speaking Accuracy Test

Second, the resesarcher got the data of speaking accuracy by using oral test about introduction. According to Miller there are five scalesto measure speaking accuracy, they are as follows:

5 point scales of speaking accuracy

Scale	Score	Criteria
1	00-20	Little or no language produced.
2	21-40	Poor vocabulary, serious mistakes in grammar, poor pronunciation
3	41-60	Adequate vocabulary, mistakes in grammar, adequate pronunciation.
4	61-80	Good vocabulary, occasional errors in grammar, good pronunciation
5	81-100	Wide vocabulary, very few errors in grammar, very good pronunciation ⁸ .

H. Validity and Reliability Test

1. Validity of Test

The validity of a test refers to the degree to which an instrument measures what it is supposed to measure and the appropriateness of specific inferences and interpretations made using the test scores⁹. According to Ravid, there are several aspects considered to measure validity of test. They are:

⁸Joaan Miller, Op. Cit, p. 2

⁹Ruth Ravid, *Practical Statistic for Educators* (4thed) (Plymouth: Rowman and Littlefield, Inc, 2011),p.204

a. Content validity

Content validity describes how well an instrument measures a representative sample of behaviors and content domain about which inferences are to be made. In order to establish the content validity of test, its items are examined and compared to the content of the unit to be tested, or to the behaviors and skills to be measured.

b. Construct validity

Construct validity is the extent to which an instrument measures and provides accurate information about a theoretical trait or characteristic. The process includes administering the instrument to be validated to a group of people and then collecting other pieces of related data for these same individuals.¹⁰

c. Internal validity

Point biserial correlation is one the technique analysis correlation commonly in use to find correlation between two variables. To know the validity of the grammar test, the formulawas as follow:

$$r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Notes:

r_{pbi} = coefficient of point biserial correlation

M_p = the average score of all subjects with true answer

M_t = the total average score

S = the total score of standard deviation

¹⁰Ibid.p.204-206

P = proportion subject with true answer

Q = proportion with false answer¹¹

The criteria of validity test was the result calculation of r_{pbis} ($r_{observed}$) which was consulted with r_{table} score. If $r_{observed} > r_{table}$ it means the instrument was valid and then the instrument can be used for the research. Based on the calculations instruments was valid, where $r_{observed} > r_{table}$ in every item (see appendix 8).

2. Reliability of Test

Reliability refers to the level of consistency of an instrument and the degree to which the same result are obtained when the instrument is used repeatedly with the same individuals or groups¹². In this research, the writer used Richardson (KR-20) formula to analyze the reliability of test instrument from students' grammar mastery. The using of formula is as follows:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{s_t^2 - \sum p_i q_i}{s_t^2} \right\}$$

Notes:

k = total of items

p_i = subject proportion who answer item 1 (correct answer)

q_i = 1- p_i (incorrect answer)

s_i^2 = total variance¹³

The criteria of reliability test: if $r_i > r_{table}$ it means the instrument is reliable and then the instrument can be used for the research. From the data gained the reliability of

¹¹Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 2015), p.258.

¹²Ruth Ravid, Op.cit.p.192

¹³Prof. Drs. Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, (ed: 21st) (Bandung: Alfabeta, 2015), p.186

grammar mastery test was 0.90. The reliability test of grammar mastery test was very high reliability since it amount to 0.80 – 1.00 (see Appendix 9).

To know the reliability of speaking accuracy, the researcher used inter-rater reliability. Inter-rater reliability refers to the degree of consistency and agreement between scores assigned by two or more raters or observers who judge or grade the same performance or behavior¹⁴. The statistical formula for counting the reliability is Rank Order formula can be seen as follows:

$$\rho = 1 - \frac{6 \sum D^2}{n(n^2 - 1)}$$

Notes:

ρ = the number of rank order correlation (rho)

6 and 1 = constant number

D = difference of rank correlation (D = R1 - R2)

n = the number of students

From the data gained the reliability of speaking accuracy test was 0.92. The reliability test of speaking accuracy test was very high reliability since it amount to 0.80 – 1.00 (see Appendix 10).

I. The Data Analysis

1. Normality Test

¹⁴Ruth Ravid, Op. Cit. p.196

The normality test used to measure whether the data are normal in distributed or not.

The data are normally in distributed if $L_{\text{observed}} < L_{\text{table}}$.

The test results are count through the following steps:

- a. Determining the raw score by using the following formula:

$$z = \frac{X - \bar{X}}{S}$$

Where:

X = Raw score

\bar{X} = Group mean

S = Group standard deviation (SD)¹⁵

- b. The probability of each Z score with $f(Z)$ is determined by using:

If $Z > 0$, then $fZ = 0,5 + \text{table score}$

If $Z < 0$, then $fZ = 1 - (0,5 + \text{table score})$

- c. The L_0 score is compare with the highest score compare to the L_t score from the table of Liliefors

The criteria of test are follows:

refuse H_0 if $L_{\text{observed}} > L_{\text{table}}$

accept H_0 if $L_{\text{observed}} \leq L_{\text{table}}$

2. Linearity Test

¹⁵Ruth Ravid, Op.Cit.p.96

Linearity test is used to know the size of the linear relationship between two variables x and y . Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson's product moment formula. In this case, Linearity test used Microsoft Excel calculation to check it in order to make the researcher easier. Then, the result of linearity checked by comparing with significant level ($\alpha = 0.05$). If the result was lower than α , it means that the data were linear. The significant level of linearity test was 0.000, it means that the data was linear (see Appendix 12).

3. The Hypothesis Test

The hypothesis test used to find out whether the null hypothesis (H_0) or the alternative hypothesis (H_a) is accepted or not in this research. The most commonly use in the correlation procedure is the Pearson Product Moment. The technique of data analysis that will use by the writer is formula of Pearson Product Moment correlation:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Where:

r_{xy} : index number of "r" product moment correlation

N : number of cases

$\sum XY$: the sum of the product of x and y scores

$\sum Y$: the sum of y scores

$\sum X$: the sum of x scores¹⁶

H_a is accepted if r_{xy} is higher than r_{table} score of product moment with α significant scale 5% (0.05).

The criteria of the correlation “r” product moment are described as follows:

TABLE 6
“r” Product Moment Interpretation

Large of “r” product moment	Interpretation
0.00-0.20	Very low correlation
0.20-0.40	Low correlation
0.40-0.60	Average/enought correlation
0.60-0.80	High correlation
0.80-1.00	Very high correlation ¹⁷

The hyphotesis to be proved as follows:

¹⁶Prof. Drs. AnasSudijono, Op.Cit. p.206

¹⁷Ibid.p.193

1. H_a : There is a positive correlation between students' grammar mastery and students' speaking accuracy at the second semester of the tenth grade of SMAN 01 Lemongin the academic year of 2016/2017.
2. H_0 : There is no positive correlation between students' grammar mastery and students' speaking accuracy at the second semester of the tenth grade of SMAN 01 Lemongin the academic year of 2016/2017.

CHAPTER IV RESULT AND DISCUSSION

A. Data Collection

1. Situation of SMAN 1 Lemong Pesisir Barat

SMAN 1 Lemong Pesisir Barat established in 1991 which is located in Jalan Pramuka No. 190 Pugung Penengahan. The activities of teaching learning process begin at the 07.30 A.M. And finish at 13.30 P.M.

2. Students' Situation

Table 7
Students of SMAN 1 Lemong Pesisir barat

Academic year	Class						Total	
	X		XI		XII			
	Classes	Students	Classes	Students	Classes	Students	Classes	Students
2010/2011	4	136	4	150	3	120	11	410
2011/2012	4	143	4	136	4	142	12	421
2012/2013	4	146	4	129	4	130	12	411
2013/2014	4	144	4	142	4	132	12	418
2014/2015	4	138	4	131	4	141	12	411
2015/2016	4	130	4	126	4	135	12	408

Source: SMAN 1 Lemong in the Academic Year 2016/2017

3. Teacher and Staffs' Situation

This school is managed by Headmaster. There are 38 teachers and staffs of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017, the detail information is as follows:

Table 8
List of Teacher and staff of SMAN 1 Lemong Pesisir Barat in The Academic Year of 2016/2017

No	Duty	Male	Female	Total
1	Headmaster	-	1	1
2	Vice of Headmaster	-	3	3
3	Teacher	6	20	26
4	Administration Staff	4	4	8
Total		11	27	38

4. Facilities and Infrastructure of the School

Table 9
Facilities and Infrastructure of SMAN 1 Lemong Pesisir Barat in 2015/2016

No	Type of Room	Number of room	The Utilization of Room			Condition		
			Used	Unused	Seldom	Good	Medium	Bad
1	The Headmaster Room	1	✓			✓		
2	The administration room	1	✓			✓		
3	The teacher room	1	✓			✓		
4	Classroom	14	✓			✓		
5	The library	1	✓			✓		
6	Lab of IPA	1			✓	✓		
7	Toilet	3	✓			✓		
8	Parking area	1	✓			✓		
9	Storage	1	✓			✓		
10	Lab of Computer	1	✓			✓		
11	Administration's room	1	✓			✓		
12	Mosque	1	✓			✓		

B. Result of Grammar and Speaking Test

The research was aimed to know whether there was a correlation between students' grammar mastery and their speaking accuracy. The research was conducted at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat. The total number of the sample was 20 students. The result of grammar mastery and speaking accuracy test is shown in the Table below.

1. Result of Grammar Mastery

The data from instrument of grammar mastery used multiple choice test . In this case, the students gave multiple choice test that consist 25 items. The test was aimed to measure the students' mastery in grammar. The result of grammar mastery can be seen on Table

Table 10
The Score of Students Grammar Mastery

NO	NAMA	X
1	Anadia Fitriza	5
2	Dina Efrina	5
3	Emi Juwita Sari	7
4	Farisa	14
5	Anisa Febriani	10
6	Ayu Sapitri	10
7	Desti Melia	2
8	Lilisna Wati	4
9	Neng Gelisna Wati	25
10	Maya Mulia Sari	7
11	Heni Annisa	6
12	Tesa Aprisela	4
13	Yesi Andela	20
14	Fera Yulita	6
15	Lela Dede Suryani	11
16	Laila Husna	5
17	Resi Andelia Putri	21
18	Septi Wulan Sari	7
19	Devi Maria	5
20	Desti Kirana	12
TOTAL		186
MEAN		9,3
MEDIAN		7
MODE		5

The data was counted by using Microsoft Excel formula, it showed that the mean grammar mastery is 9.3 with formula =AVERAGE('ΣX_n). Furthermore, the median was 7 with formula =MEDIAN('all of score X'), and the mode was 5 with formula =MODE('all of score X'). The highest score was 25, and the lowest one was 2.

2. Result of Speaking Accuracy

The instrument of the test used oral test. The students came in front of the class and performed about introducing themselves. The test was aimed to measure the students' speaking accuracy. The result of grammar mastery score can be seen on Table below.

Table 11
The Score of Students' Speaking Accuracy

NO	NAMA	X
1	Anadia Fitri	18
2	Dina Efrina	20
3	Emi Juwita Sari	20
4	Farisa	28
5	Anisa Febriani	20
6	Ayu Sapitri	28
7	Desti Melia	16
8	Lilisna Wati	22
9	Neng Gelisna Wati	46
10	Maya Mulia Sari	22
11	Heni Annisa	22
12	Tesa Aprisela	18
13	Yesi Andela	42
14	Fera Yulita	22
15	Lela Dede Suryani	24
16	Laila Husna	18
17	Resi Andelia Putri	36
18	Septi Wulan Sari	24
19	Devi Maria	28
20	Desti Kirana	24
	TOTAL	498
	MEAN	24,9
	MEDIAN	22
	MODE	22

The data was counted by using Microsoft Excel formula, it showed that the mean of speaking accuracy was 24.9 with formula =AVERAGE (' $\sum X_n$ '). Furthermore, the median was 22 with formula =MEDIAN('all of score X'), and the mode was 22 with

formula =MODE('all of score X'). The highest score was 48, and the lowest one was 16.

The use of Mean, Median, and Mode to explain a group of the data. Mean is a technical explanation of the group based on the average value of the group. Median is technical explanation a technical explanation of the group based on the middle value of the data group that has been arranged in sequence from the largest to the smallest. Mode is mean is a technical explanation of the group based on the values that are currently popular or values that often appear in the group

C. Result of Data Analysis

1. Fulfillment of the assumption

a. Result of Normality of the Data

The data are normal distributed if $L_{\text{observed}} < L_{\text{critical}}$.

H_0 : The sample stemming from the population that has normal distribution

H_a : The sample stemming from the population that does not have normaldistribution

The criteria are as follows:

Accept H_0 if $L_{\text{observed}} \leq L_{\text{critical}}$

Refuse H_0 if $L_{\text{observed}} > L_{\text{critical}}$

The result of normality test from grammar mastery was 0.24 (appendix 10), and the data was consulted to *Liliefors* table (Appendix 15). For 20 students, the score of $L_{critical}$ is 0.42. Finally, if $L_{observed} \leq L_{critical}$, so the respondents were considered normal because $0.24 < 0.42$. It means that H_0 is accepted because $L_{observed}$ is lower than $L_{critical}$, and the data has normal distribution.

While the result of normality test of speaking accuracy is marked by $L_{observed}$ from the data gained. The result showed that $L_{observed}$ was 0.24 (appendix 11), and the data was consulted to *Liliefors* table. For 20 students, the score of $L_{critical}$ is 0.42 (see also Appendix 15). Finally, if $L_{observed} \leq L_{critical}$, so the respondents were considered normal because $0.24 < 0.42$. It means that H_0 is accepted because $L_{observed}$ is lower than $L_{critical}$, and the data has normal distribution.

b. Result of Linearity Test

Before analyzing the data by using Pearson's product moment formula, the first checked out whether the data obtained were linear or not because this was one of requirements to be able to use the Pearson's product moment formula such in the explanation in chapter three. The researcher used Microsoft Excel Calculation to check it in order to make the research easier because this program could make a clear graph of linearity.

These are the criteria of linearity test:

H_0 is accepted if significance of linearity is higher than level of significant ($\alpha = 0.05$)

H_0 is rejected if significance of linearity is lower than level of significant ($\alpha =$

0.05) Based on the result of linearity test, the data were linear (see Appendix 12), for

the significance level was lower than significant level (α) ($0.00 < 0.05$).

2. Result of Hypothetical Test

If the sample has normal distribution and homogen, it means H_0 hypothesis is accepted. The researcher continued to count the correlation between students' grammar mastery and speaking accuracy. The data (Appendix 13) was analyzed by using Pearson's product moment formula as follows in order to know the correlation of two variables.

$r_{critical}$ was gotten from dk which was consulted to $r_{critical}$ (Appendix 16), where $dk = n - 2 = 20 - 2 = 18$. Hence, it was gotten that $r_{critical} = 0.378$. The result of hypothesis test is 0.920. Moreover, the result of $r_{critical 0.05}$ from 18 samples is 0.378. Therefore, it can be seen that the result is significant in the range of 0.05. In this case, H_a is accepted because the score of $r_{observed} > r_{critical}$ ($0.920 > 0.378$). Then, it can be assumed that there is a correlation of students' grammar mastery and speaking accuracy. The criteria that could be used to grade the interpretation of the coefficient as table 6 in chapter 3. Based on the table, we could know that the $r_{observed}$ is very high correlation because the value of $r_{observed}$ 0.92 was in the level of 0.80 to 1.00.

1. Discussion

The finding of the research shows that there is correlation of students' grammar mastery and their speaking accuracy. The result was gotten from collecting and analyzing the data taking from test by using Product Moment formula. There are two types of test used in this research. They were grammar mastery and speaking accuracy test. They were used because to know the correlation of students' grammar mastery and their speaking accuracy. The value of correlation coefficient obtained 0.920 which is higher than r_{critical} of product moment ($0.920 > 0.378$), and the criteria of correlation of 0.80 – 1.00 are considered high. It means that the correlation is very high of the two variables.

Based on the analysis of the data and the testing of hypothesis, in which the criterion is whether the hypothesis is accepted or not, H_a is accepted if r_{observed} is higher than r_{critical} ($r_{\text{observed}} > r_{\text{critical}}$), and H_a is refused if r_{observed} is lower than r_{critical} ($r_{\text{observed}} < r_{\text{critical}}$). The result of the calculation was found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Finally, we know that there is a correlation of two variables. It means that the variable Y is highly influenced by the variable X, and the variable X is also highly influenced by the variable Y.

Therefore, can be concludes that there is a correlation betweenstudents' grammar mastery andtheir speaking accuracy. As the answer of formulation of the research, it can be concludes that there is a correlation betweenstudents' grammar mastery andtheir speaking accuracy at the first semester of tenth grade ofSMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description in chapter IV, it is concluded that there is a positive correlation of students' grammar mastery and their speaking accuracy. Because by seeing the result of the data calculation in the previous chapter where alternative hypothesis (H_a) is consequently accepted, it means that the H_0 hypothesis is accepted that students' grammar mastery had correlation with their speaking accuracy. Hypothesis shows that the result 0.920 in the table is 0.378 for level of significant 0.05. The value of correlation coefficient obtained 0.920 which is higher than $r_{critical}$ of product moment ($0.920 > 0.378$), and the criteria of correlation of 0.80 – 1.00 are considered very high. It means that the correlation is very high of the two variables.

In other words, there is very high positive correlation between students' grammar mastery and their speaking accuracy at the first semester of tenth grade of SMAN 1 Lemong Pesisir Barat in the academic year of 2016/2017

B. Suggestion

In reference to the conclusion above, it is suggested to the English teacher to use communicative teaching, especially in the teaching grammar and speaking. Besides, the students are suggested to learn more about grammar and speaking. For the future researcher, the result of the study can be used as references to conduct further study

about the correlation between students' grammar mastery and their speaking accuracy.

For more detail of suggestions is as follows:

1. Suggestion for the Teacher

After conducting the research and getting the result, the criteria of correlation is 0.80 – 1.00 considered very high. It means that speaking accuracy highly influence the grammar. In other words if the students' grammar mastery poor, speaking accuracy also down. The researcher would like to suggest the teacher, especially an English teacher as follows:

- a. Use the communicative teaching to improve students' grammar and speaking, especially in order grow and increase students' motivation to master grammar and speaking.
- b. To give more chances to the student to take part in the teaching learning process, so the students can be more active and enjoyable in the classroom activity.
- c. The teacher should give more exercise about grammar and speaking to make the students communicate in English easier.

2. Suggestion for the Students

After conducting the research and getting the result, the researcher would like to suggest the students, especially in grammar and speaking as follows:

- a. To learn and be more seriously in practice grammar in the school and in environment even with friends or teachers.
- b. Speak a little each day. Practicing regularly helps you become more observant and confident

3. Suggestion for the School

- a. To provide some more English books to be read by the students, so they can increase their grammar mastery.
- b. To provide the facility for students, so they can practice their speaking daily. For instance make an English day or English library only to increase their speaking accuracy..

4. Suggestion for the Next Researcher

After conducting the research and getting the result, the researcher would like to suggest for the next researcher, especially in grammar and speaking subject as follows:

- a. In this research, the researcher focused on the correlation of grammar mastery and speaking accuracy. Because of the researcher's restrictiveness, the data were gotten only from documentation and test. Therefore, the next researcher is suggested to conduct the research to know the entire process of teaching grammar and speaking by the teacher or lecturer.
- b. The next researcher is also suggested to apply approach, strategy, method, technique or media of learning grammar and speaking in order to increase the students' grammar mastery and their speaking accuracy.
- c. The next researcher can conduct the correlation research by correlating the students' grammar mastery with (an) other variable(s) and also speaking accuracy with (an) other variable(s).

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